

Project Closeout Report

Project Name: IEP project

Agency: Department of Public Instruction

Business Unit/Program Area: Special Education

Project Sponsor: Bob Rutten

Project Manager: Val Brostrom

Project Objectives	Measurements	
	Met/ Not Met	Description
Reduce paperwork burden while creating a statewide uniform Online IEP system <ul style="list-style-type: none"> Streamline the IEP process Increase teaching time 	Expect to be met based on verbal feedback. DPI will conduct a formal survey prior to the end of the school year.	<ul style="list-style-type: none"> Conduct satisfaction surveys with an approval rating of 80% or higher
Improve local compliance as a result of an improved automated monitoring system statewide <ul style="list-style-type: none"> Validation features embedded in the online IEP system will increase local compliance while reducing manual procedures. Ease internal processes for monitoring the compliance 	Expect to be met	<ul style="list-style-type: none"> Decrease manual monitoring procedures by 50% by the school year 2009-2010. Decrease time on internal monitoring by 50% by the school year 2009-2010. This would be done by conducting a survey with the unit directors.
Improved Data reporting to the Dept. of Education and the Office of Special Ed Programs <ul style="list-style-type: none"> This data source will be the most accurate source available for reporting to the public 	Expect to be met	<ul style="list-style-type: none"> Improved data reporting by 50% by the school year 2009-2010. This would occur due to a single source entering the data for each IEP.
Enhance local unit management tools	Expect to be met based on verbal feedback. DPI will conduct a formal survey prior to the end of the school year.	<ul style="list-style-type: none"> Survey directors with an approval rating of 80% or higher.

Schedule Objectives			
Met/ Not Met	Scheduled Completion Date	Actual Completion Date	Variance
Not met	12/23/08	2/3/09	five weeks

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Budget Objectives			
Met/ Not Met	Baseline Budget	Actual Expenditures	Variance
Met	\$913,264	\$891,879.49	Under by 2%

Major Scope Changes
The removal of Maximus being required to create eight custom reports within TIEnet

Lessons Learned
<ul style="list-style-type: none"> ▪ Keep the contract process moving in order to prevent delays to the project. ▪ We could have had better guidance from Maximus when completing the GAP analysis. ▪ Better guidance from Maximus on setting up the form business rules. ▪ The pilot period should have been longer, but due to the school year and our desire to get this rolled out, we worked with it. ▪ All of the DPI Special Education staff should have been part of the pilot and started using TIEnet much sooner. ▪ The DPI identified state super-user should have been involved from the beginning. ▪ There was a problem with communication filtering through all the levels of the stakeholders. ▪ Some of the unit trainers weren't the best for providing the training, but they were good with the technical training. DPI should have given better direction to the units/districts when they were selecting their trainers. ▪ Should have had all of the DPI Special Education staff involved during the planning phase with them acting as more of a sub group with John still being the business lead. This would have allowed to have them all involved and responsible for different areas while still having one person as a point person for the project and for the public/units.

Success Story
<p>The implementation of the online application, TIEnet, has improved the availability of student information to teachers that work with students receiving special education services. Prior to TIEnet, if a student moved from one district to another, it could take as long as a month before the new school/teacher would receive the student's records. Now, the new school/teacher can have access to the student's records instantly. This has aided in maintaining the student's Individualized Education Plan (IEP) in their new environment. TIEnet has also allowed resident districts that have students being served by another entity to view their IEPs in real time and to be aware of the student's serviced and how they are doing. TIEnet has also given local unit directors the ability to aggregate and disaggregate data, at the plant, district, and unit levels.</p>